Social and Cultural Foundations of Counseling  
IPSY510 Course Syllabus  
Spring, 2015

Instructors:  Lindsay Fikkert, Psy.D and Jeffrey White, Ph.D

Contact Information:

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Dr. White:  Jeffrey.w.white@gmail.com

Office Hours:  By phone appointment

Course Dates:

2/6/15 and 2/7/15, 8:00 am – 6:00 pm (Dr. Fikkert)
2/21/15 and 2/22/15, 8:00 am – 6:00 pm (Dr. White)

Course Credit:  3 Hours

Course Description:

The course will examine the impact of cultural diversity among races, ethnic groups, genders, and social classes on personality, value systems, and the counseling relationship. This course will promote an understanding of societal changes and trends, human roles in societal subgroups, social mores, differing lifestyles, gender equity, and individual adjustment. It will help students examine their own attitudes, behaviors, perceptions, and biases in order to develop culturally aware approaches to counseling, teaching and/or administration.

Course Objectives:

CO1 Acknowledge his or her cultural values and be aware of how cultural/ethnic biases may affect culturally diverse groups.

CO 2 Explore the impact of socio-cultural factors upon the cognitive, affective, and behavioral development of culturally diverse groups.

CO3 Gain knowledge and information concerning specific ethnic and non-ethnic minority populations.

CO4 Review counseling theory and strategies and examine ethical issues as they relate to the cultural dynamics of various groups. This will include an examination of how these skills may be effectively implemented in agency, school and/or college counseling settings.
Methods of Instruction:

The course will be taught using lecture, discussion, experiential activities, peer learning, multimedia, web resources, handouts, and supplemental materials.

Course Assignments and Grading System:

A1 Personal Journal Entries (10 entries/20 points each/200 pts total)
A2 In-Class Small Group Assignments (10 small group exercises/20 points each/200 pts total)
A3 Ethnographic Observation or Diversity Interview Project (200 pts)
A4 Cultural Genogram Synthesis Project (200 pts)
A5, A6 Exams (2 exams/100 points each/200 pts total)

Grading:

A (97-100)
A- (94-96)
B+ (91-93)
B (88-90)
B- (86-87)
C+ (83-85)
C (80-82)
C- (78-79)
D+ (75-77)
D (72-74)
D- (70-71)
F (Below 70)

Attendance Policy:

Because this course is intensive, attendance for the entirety of all 4 class days is required. If serious illness or an emergency prevents a student from attending any portion of class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during a missed portion of class from a classmate.

Class Participation:

Students are expected to actively participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials (unless otherwise noted) in advance for each class and have prepared comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources. Some reading assignments will be done in class.
Evaluation of Written Work and Assignments:

All written work must conform to American Psychological Association (APA) style. Students should use the newest (6th) edition of the APA Publication Manual. If the student does not own the APA Publication Manual, a copy is available in the curriculum center. Students may also use one of the many APA style websites available online.


Content is the most important element in writing. However, students will also be evaluated on how well they represent their thoughts on paper and on the organization of written work. All written work, including journal responses, will be evaluated based on writing mechanics such as grammar, spelling, word usage, punctuation, subject-verb agreement, possessive vs. plural, typographical errors, etc. Errors of these kinds will result in point deduction from the grade.

All assignments are due as scheduled unless prior arrangements are made with the instructors. No credit will be given for late work except as prearranged with the instructors. All submitted work not returned prior to the end of the course will be available for students to collect one week after grades are posted. Any work not collected by the first full week of the next semester or term will be shredded.

A note about preparing for an intensive course: as previously mentioned, most of the readings and journal entries for this course should be done ahead of class (see the schedule below). Because this is an intensive course and so much reading is required on each of the four days of class, instructors recommend that students begin the reading and associated journal entries well in advance of the class dates. Spacing the reading and journal entries out in this way will allow students to process the material over time.

**Required Readings:**

**Texts:**

#1

#2
Supplemental Readings (provided electronically ahead of time or in class):

#3

#4

#5

#6

#7

#8

#9

#10

#11
A16 Yarhouse, M. TBD Selected excerpts.

#12

**Course Outline:**

**Weekend 1 (Date-Feb 6-7) (8am-6pm each day):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)/Course Objective #s</th>
<th>Readings to be completed (#) and pages.</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/6/15</td>
<td>L1 The Culturally Competent Counselor</td>
<td>#1 (Ch.1)</td>
<td>Small Group Assignment #1 (to be completed in class)</td>
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<td></td>
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<td>#3*</td>
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<td>#5*</td>
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<tr>
<td>2/6/15</td>
<td>L2 Cultural Identity Development</td>
<td>#1 (Ch.2)</td>
<td>Journal Assignment #1</td>
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<td>#8</td>
<td></td>
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<tr>
<td>2/6/15</td>
<td>L3 Social Justice Counseling</td>
<td>#1 (Ch.3)</td>
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<tr>
<td>2/6/15</td>
<td>L4 Racism and White Privilege</td>
<td>#1 (Ch.4)</td>
<td>Journal Assignment #2</td>
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<td>#2 (All)</td>
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<td></td>
<td></td>
<td>#7*</td>
<td>Small Group Assignment #2 (to be completed in class)</td>
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<tr>
<td>2/7/15</td>
<td>L5 Gender and Sexism</td>
<td>#1 (Ch. 5)</td>
<td>Small Group Assignment #3 (to be completed in class)</td>
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<td>#6</td>
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<tr>
<td>2/7/15</td>
<td>L6 Sexual Orientation and Heterosexism</td>
<td>#1 (Ch. 6)</td>
<td>Journal Assignment #3</td>
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<td>#4*</td>
<td>Small Group Assignment #4 (to be completed in class)</td>
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<td>#11</td>
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<tr>
<td>2/7/15</td>
<td>L7 Social Class and Classism</td>
<td>#1 (Ch. 7)</td>
<td>Journal Assignment #4</td>
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<tr>
<td>2/7/15</td>
<td>L8 Disability, Ableism, and Ageism</td>
<td>#1 (Ch. 8)</td>
<td>Journal Assignment #5</td>
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<td>Select a person/ethnic group to interview or an ethnographic observation site – To be completed by April 1, 2015</td>
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<td>Take home midterm exam – To be completed by February 20, 2015</td>
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Readings followed by a * will be read or referred to in class. The student is not responsible for reading these ahead of time.

Weekend 2 (Date-Feb 20-21) (8am-6pm each day):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)/Course Objective #s</th>
<th>Readings to be completed (#) and pages</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/20/15</td>
<td>L9 Individuals and Families of African Descent</td>
<td>#1 (Ch.9)</td>
<td>Small Group Assignment #3 (to be completed in class)</td>
</tr>
<tr>
<td>2/20/15</td>
<td>L10 Individuals and Families of Arab Descent</td>
<td>#1 (Ch.10)</td>
<td>Small Group Assignment #4 (to be completed in class)</td>
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<tr>
<td>2/20/15</td>
<td>L11 Individuals and Families of Asian Descent</td>
<td>#1 (Ch.11)</td>
<td>Small Group Assignment #5 (to be completed in class)</td>
</tr>
<tr>
<td>2/20/15</td>
<td>L12 Individuals and Families of Latin Descent</td>
<td>#1 (Ch.12)</td>
<td>Small Group Assignment #6 (to be completed in class)</td>
</tr>
<tr>
<td>2/20/15</td>
<td>L13 Counseling Native Americans</td>
<td>#1 (Ch. 13)</td>
<td>Small Group Assignment #7 (to be completed in class)</td>
</tr>
<tr>
<td>2/20/15</td>
<td>L14 Individuals and Families of European Descent</td>
<td>#1 (Ch. 14)</td>
<td>Small Group Assignment #8 (to be completed in class)</td>
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<tr>
<td>2/20/15</td>
<td>L15 Individuals and Families of Multiracial Descent</td>
<td>#1 (Ch. 15)</td>
<td>Journal Assignment #6</td>
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<tr>
<td>2/21/15</td>
<td>L16 Spiritual Diversity</td>
<td>#1 (Ch. 16)</td>
<td>Journal Assignment #7</td>
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<tr>
<td>2/21/15</td>
<td>L17 Multicultural Diagnosis and Conceptualization</td>
<td>#1 (Ch. 17)</td>
<td>Journal Assignment #8</td>
</tr>
<tr>
<td>2/21/15</td>
<td>L18 Person and Culture of the Therapist</td>
<td>#12</td>
<td>Cultural Genogram Synthesis Paper – To be completed by April 17, 2015</td>
</tr>
</tbody>
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Course Requirements:

1. **A1 Personal Journal**: You are to maintain a personal journal for this class. Journals are to reflect your earnest attempt to explore issues relevant to multicultural counseling in its various forms (theoretical, sociopolitical, practice issues) and make personal sense out of them. Entries will focus on reactions to class activities and discussion, assigned readings, and personal and professional experiences that you have had that relate to the course topics. Journals will be graded based on thoughtfulness, substance, and level of analysis. Journal topics/questions will be provided by instructors in advance of the class dates.

2. **A3 Diversity Interview or Ethnographic Observation Project**: Choose between two options.
   - (1) Diversity Interview Project: this project consists of conducting one interview with an individual who is not from your cultural/ethnic group and using the information from the interview to articulate your understanding of similarities and differences between their worldview and yours. This will be expressed in the form of a paper. The paper should be typed, double spaced and no more than 5 – 7 pages (excluding cover page). Use APA format.
   - (2) Ethnographic Observation Project: report on a cultural awakening experience (i.e., walk through a community, eat in a restaurant, visit a place of worship, attend a community meeting, shop in a neighborhood store, etc.). The student is to attend to the experience both internally (heightened awareness) and externally (attend to observed behavior and meanings). In the form of a paper, the student should provide a brief description of the situation or context, an ethnographic depiction, and an analysis of learned insights into the student’s own values, stereotypes, biases, attitudes and emotions. Students may go into these contexts with other students, but each student must independently write their own report. More information on this assignment option will be provided in class. The paper should be typed, double spaced and no more than 5-7 pages (excluding cover page). Use APA format.

3. **A5, A6 Exams**: There will be two exams which will consist of questions derived from class and the reading. These exams will include true and false questions, multiple choice, matching, or essay.

4. **A2 Small Group Discussion/Reflection/Critique**: Group discussion questions based on activities and reading assignments. Students are expected to participate in small group discussion concerning class content and reading material. Participation will include reading, engaging in activities, and/or contributing to a small group discussion examining a cultural topic and its implications. This will be formalized by a group effort and written in report form during class.
5. A4 Cultural Genogram – Reading #12 includes detailed instructions for constructing a cultural genogram for your self. This course requirement assumes that the student has basic skills in constructing genograms. You are free to use previously collected data if you have already constructed a personal genogram in other classes. For the purposes of this class, you will need to submit the Synthesis Paper. The paper should be 10-15 pages (excluding cover page). Use APA format. The Synthesis Paper will be due on April 17, 2015. I will also schedule phone appointments with each student during the month of March in order to help facilitate your completion of the cultural genogram process.